

Chapter 4

Fluency

Fluency represents a level of expertise in combining appropriate phrasing and intonation while reading words automatically. The NRP report defines fluency as “the ability to read a text quickly, accurately, and with proper expression” (NICHD, 2000, p. 3-1). However, fluency is far more complex than attending to word recognition skills. Readers also demonstrate proficiency through fluency skills such as reading accuracy and reading at an appropriate rate. These fluency expectations can serve as outcome measures for reading proficiency as well as for acquisition of reading skills (Torgesen, Rashotte, & Alexander, 2001). The ability to read efficiently brings self-assurance to a reader. Fluent readers are confident readers. When readers are using all their efforts to decode unknown words within the text, they begin to lose the meaning of what they are reading. Their confidence as readers diminishes with every moment that passes as they try to understand the intricate process that their brain is seeking to navigate. “Becoming a fluent reader has as much to do with constructing meaning as it has to do with attending to words on a page” (Forbes & Briggs, 2003, p. 3).

This chapter features strategies students need to develop independence as readers. Having a repertoire of fluency tools readily available allows “the maximum amount of cognitive energy [to] be directed to the all-important task of making sense of the text” (Rasinski, 2003, p. 26). Reading with fluency supports the application of phonemic awareness, phonics, vocabulary, and comprehension. The combination of these other four reading components, fused with fluency, enhances a reader’s ability to bring meaning to reading. The National Assessment of Educational Programs (NAEP) addressed fluency in a study (Pinnell et al., 1995) that reported that students who performed poorly on fluency measures also tended to have low comprehension scores. Fluency strategies are essential to comprehension and serve as a proxy for reading proficiency (Fuchs, Fuchs, Hosp, & Jenkins, 2001).

The strategies and techniques in this chapter include the following:

- Phrasing: Eye–Voice Span, Pausing With Punctuation, Phrase Strips, and Eye 2 Eye
- Assisted Reading: Shared Book Experience, Choral Readers, Neurological Impress Method, Read-Alongs, and Preview/Pause/Prompt/Praise/Participate
- Rereading: Pattern Support, Listen to Me, Tape/Check/Chart, Video Reading, and Why Reread?

- Expressing: Express Yourself, Punctuation Police, Readers Theatre, Totally Tonality, and Interpretation/Character Analysis
- Pacing: Commercial Programs, Beam Reading, Tempo Time, Time/Tape/Check/Chart, and Closed-Captioned Television
- Wide Reading: Book Baskets/Browsing Boxes, Selecting “Just Right” Books, and Book Clubs
- Accuracy: Use the techniques from chapters 2 and 3, especially the recognizing and analyzing techniques from chapter 3, to promote accuracy.

Table 10 aligns the instructional techniques in this chapter with the appropriate developmental levels from chapter 1. To be effective, the strategies and techniques presented in this chapter should allow ample time for teacher modeling and student application, long before independent application is expected. Teachers should select and model reading aloud of appropriate literature to apply the techniques in a meaningful

TABLE 10. Fluency Techniques

	Emergent	Early	Transitional	Fluent
Before Reading	Book Baskets/ Browsing Boxes (WR)	May include all Emergent techniques Express Yourself (E) Eye–Voice Span (Ph) Preview/Pause/Prompt/ Praise/Participate (AR) Selecting “Just Right” Books (WR)	May include all Emergent and Early techniques Book Clubs (WR) Phrase Strips (Ph) Preview/Pause/Prompt/ Praise/Participate (AR) Totally Tonality (E)	May include all Emergent, Early, and Transitional techniques Preview/Pause/Prompt/ Praise/Participate (AR)
During Reading	Choral Readers (AR) Pattern Support (R) Shared Book Experience (AR)	Beam Reading (P) Choral Readers (AR) Listen to Me (R) Neurological Impress Method (AR) Pattern Support* (R) Punctuation Police (E) Read-Alongs (AR) Tempo Time (P)	Choral Readers (AR) Pausing With Punctuation (Ph) Readers Theatre (E) Tape/Check/Chart (R) Time/Tape/Check/Chart (P) Video Reading (R)	Choral Readers (AR) Closed-Captioned Television (P) Eye 2 Eye (Ph) Interpretation/ Character Analysis (E)
After Reading		Listen to Me (R)	Tape/Check/Chart (R) Time/Tape/Check/Chart (P) Video Reading (R) Why Reread? (R)	

*Adaptation portion of the technique.
Note. The developmental levels are shown across the top of the table horizontally. Down the left side of the matrix are the suggested times when these techniques are most effective—before, during, and after reading. This matrix is a guide and is by no means an exhaustive list.
 (Ph) Phrasing; (AR) Assisted reading; (R) Rereading; (E) Expressing; (P) Pacing; (WR) Wide reading

manner, which supports authentic learning for strategic reading. By using this process, students are able to see first the whole text (i.e., appropriate literature), then see the parts systematically (i.e., strategies and techniques), and finally, apply the parts back to the whole (i.e., become metacognitively aware of strategies while reading appropriate literature). Utilizing quality literature and promoting language development throughout the techniques will help to enhance students' development of the strategies.

Fluency Strategy: Phrasing

Phrasing is the ability to read several words together before pausing, as opposed to word-by-word reading. Good strategic readers phrase words together to derive meaning rather than trying to use the meaning of each word independently. Reading word by word sounds choppy and it can stifle the overall meaning of the passage the student is reading.

When a reader “chunks” the text into syntactically meaningful phrases (e.g., by grammar), the reading rate and comprehension improve. “Studying grammar fosters fluency because grammar alerts the reader to natural phrases in a sentence” (Blevins, 2001, p. 18). The reader needs to have an understanding of noun phrases, verb phrases, and prepositional phrases. This understanding of grammar will support readers as they appropriately chunk text (Blevins, 2001).

The ability to connect important phrases into cohesive chunks is enhanced when the reader “learns that punctuation marks such as commas, semicolons, parentheses, and dashes signal the end of a phrase and requires a pause in reading” (Strickland et al., 2002, p. 135). Good strategic readers use this strategy of phrasing to make a conversational connection in their reading. The goal is to read phrases seamlessly, sounding as if the reader is holding a conversation. This permits the reading to flow, allowing the reader to concentrate on making sense of the reading.

Readers' perceptual spans dictate how much information they can take in about words in a single fixation of their eye movement (NICHD, 2000, p. 3-3). “There are well-known individual differences in eye movement measures as a function of reading skill: Fast readers make shorter fixations, longer saccades, the jump of the eye from one fixation to another, and fewer regressions than slow readers” (Rayner, 1998, p. 392). Readers need many opportunities to practice techniques that support their ability to make shorter fixations in order to strategically phrase appropriately.

Appropriate literature that best supports the application of the phrasing strategy has a variety of meaningful phrases throughout the text. *Fish Is Fish* (Lionni, 1970) and the poem “Furniture Bash” (Silverstein, 1996) are two examples of appropriate literature; however, any piece of literature that chunks words together so that you can derive meaning within the text would be appropriate for use with these techniques.

Teacher Talk: Statements, Questions, and Prompts for Phrasing

Following is a list of suggested teacher talk that encourages readers to think strategically as they employ phrasing skills. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- Where are your eyes looking next?
- Try to “push” your eyes forward ahead of your voice.
- Try to “capture” several words at a time with your eyes.
- How many words do you see at a time when you are reading?
- What do you do with your eyes when you read?
- Listen to me read these sentences...which sounded better to you and why?
- How does the punctuation help you when reading?
- How did grouping the words together sound?
- Why does grouping the words together help make sense out of what you are reading?
- What would happen if you paused after each word?
- Does the text make sense when you read just a word by itself? Why?
- What were some of the “chunks” you found?

Techniques for Phrasing

Eye–Voice Span

Fluency: Phrasing

Purpose: To recognize the value of forward eye movements when reading.

Level: Early

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, overhead projector, passage of text on transparency

Procedure:

1. With the class, begin to read aloud a story or passage placed on an overhead transparency.
2. Just before finishing reading a sentence or paragraph, turn off the overhead projector. Suggested teacher talk could be, “Where are your eyes looking to next?”
3. Have students demonstrate how they can still say the next few words from the passage right after the overhead is turned off.

4. Discuss why this happens (i.e., because of the distance students' eyes were ahead of their voices). Suggested teacher talk might be, "Try to 'push' your eyes forward ahead of your voice."

Source: Blevins (2001)

Pausing With Punctuation

Purpose: To use punctuation to support appropriate pausing for meaning.

Level: Transitional

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts; sentences on chart paper, overhead projector, or sentence strips

Procedure:

1. Select several sentences from a passage to model how to read using punctuation. First show a sentence on chart paper, an overhead projector, or a sentence strip without punctuation to demonstrate not pausing. Suggested teacher talk could be, "Listen to someone read these sentences.... Which sounded better to you and why?"
2. Ask a volunteer to read aloud these sentences without pausing.
3. Have partners try to determine and mark where punctuation should go to encourage pausing. The pairs should make this determination according to their interpretation of the correct meaning of the text.
4. Have pairs share with the class where they think the punctuation should go.
5. Have students return to the text and compare their versions with where the punctuation marks actually are. Have them practice reading the text accordingly. Suggested teacher talk might be, "How does the punctuation help you when reading?"

Adaptation: Students may practice writing sentences in a variety of ways to demonstrate how punctuation may cause pausing in different parts of the text, which in turn can alter the meaning of the text.

Source: Strickland et al. (2002)

Fluency:
Phrasing

Phrase Strips

Purpose: To read more words together seamlessly before pausing.

Level: Transitional

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Fluency:
Phrasing

Materials: Texts, sentence strips, Phrase Strips Choices (see Appendix A), pocket chart, pencil or highlighter

Procedure:

1. On sentence strips, list common phrases, and place them in a pocket chart. Use the Phrase Strips Choices to get started.
2. Have students take turns selecting a strip and reading the phrase. Students may need to read the strip aloud several times before it can be read seamlessly. Suggested teacher talk could be, "What would happen if I paused after each word? Does the text make sense when I read just a word by itself? Why or why not?"
3. Then, have students orally put the phrase into a complete sentence.
4. Record the student's sentence on a new sentence strip. If desired, laminate and place the sentence strips in a center to be used in independent practice.
5. Ask students to reread their sentences and to use a pencil to indicate appropriate places for pausing between phrases.
6. Have students share their sentence strips with a partner.

Adaptation: Mark phrase boundaries at each natural break in a text with highlighters or pencil slashes. Have individual students practice reading with the marked text, trying to read fluently to the end of each marked place before pausing. Suggested teacher talk could be, "How did grouping the words together sound?"

Eye 2 Eye

**Fluency:
Phrasing**

Purpose: To identify eye movements when reading.

Level: Fluent

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, clipboards with sheets for tally marks, pencil

Procedure:

1. Ask students to each sit knee to knee with a partner. Have the first student read aloud 100 words from a passage while the partner observes the reader's eye movements. Suggested teacher talk could be, "Try to 'capture' several words at a time with your eyes."
2. On a clipboard, the observer should record a tally mark for each time the reader's eye "jumps."
3. Have the readers reread the passage two more times, trying to phrase more words together each time (do fewer "jumps" with the eye). The observers should record eye movements all three times.
4. Have observers discuss their observations with their readers. Suggested teacher talk might be, "What do you do with your eyes when you read?"
5. Have the partners switch roles and repeat the activity.

Fluency Strategy: Assisted Reading

Assisted reading is a strategy used to provide the reader with support while building fluency. By listening to good models of fluent reading, students learn how a reader's voice can help text make sense (Kuhn & Stahl, 2003). Many of the techniques used for assisted reading allow the teacher or modeler the opportunity to scaffold students' learning while they are gaining confidence as readers. Peers, parents, and teachers all can provide guidance and feedback on how fluent readers read and how they become aware of and correct their mistakes (Foorman & Mehta, 2002; Shanahan, 2002). Scaffolding while the student is performing is critical to the development of fluency (Rasinski, 1989). This "social reading" benefits the reader because he or she knows there is support when needed and the ability to engage in conversations about the text he or she is reading. "Classroom practices that encourage repeated oral reading with feedback and guidance lead to meaningful improvements in reading expertise for students—for good readers, as well as those who are experiencing difficulties" (NICHD, 2000, p. 3-3).

Appropriate literature that best supports the application of the assisted reading strategy has repetitive patterns, interesting characters, and dialogues. *Over in the Meadow* (Keats, 1992) and "The Gingerbread Man" from *Sing a Song of Popcorn: Every Child's Book of Poems* (Rowena & Bennett, 1988) are two examples of appropriate literature; however, any piece of literature that allows for students to repeat modeled fluent reading, preferably in short phrases, would be appropriate for use with these techniques.

Teacher Talk: Statements, Questions, and Prompts for Assisted Reading

Following is a list of suggested teacher talk that encourages readers to think strategically as they work on assisted reading. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- In what way does it help you to hear me read first?
- How does hearing my voice reading help you to read better?
- Listen to ____ read. Try to use the same expression and pace to carry on the story or section.
- How does reading along with the tape help you?
- Try to find one-to-one correspondences between oral words and written words.
- Let me know when you would like to be the lead reader.
- How was it helpful to have ____ beside you when you were reading?
- Respond in your journal to the book we just read.
- Tell your partner something you notice about yourself when you read.

- When you were pausing on a word, what were you thinking?
- Reread this part, using the pointer to guide your way.
- Try to read that again.
- Tell me what you think of my reading.
- How does rereading in your choral reader notebook help you?
- In what way is it easier for you to read a dictated story?
- Try to remember what you said in your story, and match your words to the print.

Techniques for Assisted Reading

Shared Book Experience

Fluency:
Assisted
Reading

Purpose: To develop fluency while reading in small-group settings, independently, or through choral reading, with assistance as needed.

Level: Emergent

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Text, Big Books or overhead projector and text on transparencies, pointer (optional), journal (optional)

Procedure:

1. Display the text so all students can easily view it, perhaps using a Big Book or overhead transparencies. Discuss with students how to preview and make predictions about the text.
2. Read aloud the text, modeling the characteristics of a fluent strategic reader (i.e., pacing, expressing). Suggested teacher talk could be, "Reread this part using the pointer to guide your way."
3. After the reading, engage students in a discussion of the text, allowing them to respond to, and at times retell, what they are reading. Suggested teacher talk could be, "Respond in your journal to the book we just read."

Sources: Allington (2001); Eldredge, Reutzel, and Hollingworth (1996); Holdaway (1979)

Choral Readers

Fluency:
Assisted
Reading

Purpose: To practice oral reading in a risk-free setting.

Level: Emergent–Fluent

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, musical/rhythmic, interpersonal

Materials: Text; three-ring binders; songs, poems, charts, or excerpts from text

Procedure:

1. Give students a three-ring binder to use as their choral reader notebooks. At the beginning of each week, insert a text selection into the choral reader notebooks. These selections may be songs, poems, chants, or excerpts from texts that correspond with the topic or theme you are studying. You also can use these entries in the choral readers as the springboard for minilessons from all five areas of reading described in this book.
2. Have students listen as you, using all the strategies of a good strategic reader, model the selection.
3. After modeling the reading, echo read the selection with students. Have students reread the modeled segment, attempting to repeat the reading exactly as it was modeled. Choral reading should follow as the students gain confidence with the selection. Suggested teacher talk could be, "How was it helpful to have me beside you when you were reading?"
4. Guide the students in reading the selection together. Students should read aloud at the pace of the modeler, using all the appropriate expressions in order to bring the selection to life.
5. Daily, have students begin their choral reading time by rereading the previous selections together before beginning their assisted reading with the new selection. Suggested teacher talk could be, "How does rereading in your choral reader notebook help you?" These choral reader notebooks may periodically be sent home for the students to show their fluent reading skills to family members.

Adaptation: Have groups of students perform a choral reading of one of their favorite selections to an audience of others in the school. Students can alternate lines with different voice pitch, clapping words while reading, whispering the rhyme, and so forth.

Neurological Impress Method

Purpose: To gain confidence and imitate correct phrasing, pronunciation, and intonation.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Text

Procedure:

1. Ask a student to sit slightly in front of you so that your mouth is close to the student's ear.
2. Read aloud a passage of text with the student. You should read a little louder and slightly ahead of the student. Suggested teacher talk could be, "How does hearing my voice help you read better?"

**Fluency:
Assisted
Reading**

3. Track the words by smoothly running your forefinger under the words while reading.
4. Reread the passage several times together before going on to new sections of the text.
5. As the student gains confidence, lower your voice and have the student take the lead as the reader.
6. Gradually release the responsibility of tracking to the student.
7. Continue to speed up, challenging the student to keep the pace. Suggested teacher talk might be, "Listen to me read. Try to use the same expression and pace to carry on the story or section."

Source: Heckelman (1969)

Read-Alongs

Fluency:
Assisted
Reading

Purpose: To gain confidence by listening to modeled reading and by reading along.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, audio books, tape or CD player

Procedure:

1. Make your own prerecorded book tapes or purchase audio books. Note: Predetermine whether the reading from the tape is too fast or too slow for your students.
2. Have students listen to, and follow along with, the tapes or CDs. Suggested teacher talk could be, "How does reading along with the tape help you?"
3. Encourage students to note one-to-one correspondences between spoken words on the tape and the printed text. Students can practice this technique at a learning center or at home. Suggested teacher talk could be, "Try to find one-to-one correspondences with oral words and written words."

Preview/Pause/Prompt/Praise/Participate

Fluency:
Assisted
Reading

Purpose: To gain confidence and fluency while reading aloud with guidance.

Level: Early–Transitional

ELL Technique: Yes

Multiple Intelligences: Verbal/linguistic, interpersonal

Materials: Texts

Procedure:

1. Have students work in pairs, with one partner acting as the modeling reader (tutor) and the other as the reader in need (tutee). Have pairs preview a story together by scanning the text.

2. Have the two readers begin reading the text aloud together. When the tutee feels able to continue reading without the support of the tutor, the tutee taps the text or taps the tutor. Suggested teacher talk could be, “Let me know when you would like to begin reading.”
3. The tutee continues to read alone until he or she has difficulty with the text. The tutor pauses for three seconds, providing an opportunity for the tutee to self-correct, use word attack strategies, or employ any other effective strategy to independently read through the area of difficulty. The tutor provides prompting if the tutee needs assistance after the three-second pause. If the tutee is then able to decode the word or phrase, he or she may go back to the beginning of the sentence and reread the sentence correctly.
4. The tutor then praises the tutee for rereading with fluency.
5. Then—as an extension of Topping’s and Ehly’s work—have the partners participate in meaningful dialogue regarding the text they have read. Participating in conversation will help to solidify the meaning of the text that the students are reading. (See chapter 6 for strategies to enhance students’ participation in discussions around a text.) Suggested teacher talk might be, “How was it helpful to have _____ beside you when you were reading?”

Source: Topping and Ehly (1998)

Fluency Strategy: Rereading

Rereading is a strategy used to develop rapid, fluent oral reading. This strategy is one of the most frequently recognized approaches to improving fluency (NICHD, 2000; Rashotte & Torgesen, 1985). When students repeat their reading, their amount of word recognition errors decreases, their reading speed increases, and their oral reading expression improves (Samuels, 2002).

An extensive opportunity for practice in pattern recognition is readily available through rereading text passages. When students acquire the rhythm within a predictable pattern book, they benefit from their desire to reread the text.

Just as a traveler going down a winding road for the second or third time begins to notice specific houses along the way, children on their second and third trip through a text will begin to focus on specific words—committing them to memory. (Morris, 1992, p. 123)

Musicians, athletes, and actors also use this practice strategy to gain fluency; they rehearse the same aspect of their performance repeatedly until they gain independence and confidence. This type of commitment by students to improving the quality of their reading is vital.

Appropriate literature that best supports the application of the rereading strategy has text that is meaningful, is relatively short, possibly contains rhythm, and is enjoyable for

the readers. *The Very Hungry Caterpillar* (Carle, 1983) and *Popcorn: Poems* (Stevenson, 1998) are examples of appropriate literature; however, any piece of literature that supports a repetitive, known cumulative sequence (i.e., events build upon one another) and rhythm or rhyme would be appropriate for use with these techniques.

Teacher Talk: Statements, Questions, and Prompts for Rereading

Following is a list of suggested teacher talk that encourages readers to think strategically as they employ rereading skills. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- How does knowing the pattern of a text help you?
- What text features are similar?
- What happens each time you read the text?
- Compare your first reading with your second or third reading.
- Try to reread to the point in the text where it stopped making sense to you.
- How does rereading help you make sense of the text?
- Why do readers sometimes need to reread?
- How did reading the text make you feel?
- Let's determine what caused you to need to reread the sentence or passage.
- When you reread the text, try to add expression and pick up your pace just a little.

Techniques for Rereading

Pattern Support

Fluency: Rereading

Purpose: To analyze the repetitive features of pattern books and increase fluency.

Level: Emergent (Adaptation for Early)

Multiple Intelligences: Visual/spatial, verbal/linguistic, musical/rhythmic

Materials: Texts, pattern books, materials for class-made pattern books (for Adaptation only)

Procedure:

1. Read a variety of predictable, pattern-oriented books with students. Suggested teacher talk could be, "How does knowing the pattern of the text help you?"
2. Ask students to reread these pattern books to capture the rhythm and to support their oral reading. Suggested teacher talk might be, "What text features are similar?"

Adaptation: You may choose to create your own class-made pattern books. Creating pattern books allows students to experience ownership over the text, giving them a sense of pride when they are rereading. One idea for a pattern book is “My Week.” On the bottom half of the pages, write sentences that start with the days of the week and fill in the blanks with the students’ schedule information: On Monday, we have Art; On Tuesday, we have Music; On Wednesday, we have P.E.; and so forth. Students may illustrate each page to support the text.

Have students practice with three “listening buddies” in class, and then send the generated pattern books home with a Listen to Me form attached to it (see the Listen to Me technique below). Place these class-made pattern books in a decorated basket or box for each student for further rereading enjoyment.

Listen to Me

Purpose: To interact as a listener and a reader, and to give and receive feedback.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, Reading Bookmark (see Appendix A), Listen to Me form (see Appendix A)

Procedure:

1. Have students select books at their independent level to read aloud to others. They also may use books made in class (see Adaptation for Pattern Support, this page).
2. Have students practice reading aloud to several listening buddies in the classroom. These listening buddies can practice their active listening strategies by leaning in toward the reader, keeping their eyes on the reader, and waiting until the reader is finished before speaking. Students can use the Reading Bookmark as a reminder of the steps students can follow before, during, and after reading.
3. Have students use the Listen to Me form to score and give feedback on the reader’s oral reading. Suggested teacher talk could be, “How was your reading according to the Listen to Me form?”
4. After a student has had several practice reads with a book, send the book home with the student to read to three others. Attach a Listen to Me form to the book. The other listeners should sign the form and provide positive feedback on the student’s reading.
5. Place the books being used in the student’s independent reading basket for him or her to return to during independent reading time. Suggested teacher talk might be, “What happens each time you read the text again?”

Fluency:
Rereading

Tape/Check/Chart

Fluency:
Rereading

Purpose: To self-assess using a visible marking process, and to chart progress.

Level: Transitional

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, photocopy of text, three different-colored pens, blank audiotapes and tape player/recorder, stopwatch

Procedure:

1. Have students tape record their own readings and replay the tapes to check for mispronunciations.
2. As students listen to their first readings, ask them to mark any misreads they hear on a photocopy of the text.
3. Ask students to read the text aloud for a second time into the recorder. Have them listen to the second recording, and, with a different color of pen, have them mark the same photocopy of the text to show any mispronunciations of words read the second time. Suggested teacher talk could be, "What happens each time you read the text again?"
4. Have students record a third reading into the tape recorder and mark a third round of misreads on the same photocopy of the text, with a third different-colored pen.
5. Have students tally the different-colored pens' markings. Generally, with each reading, the errors will decrease. Suggested teacher talk might be, "Compare your first reading with your second or third reading. What do you notice?"

Adaptation: Use a stopwatch to time students as they read for one minute and then record the results. Time repeated readings and discuss the results with students.

Source: Allington (2001)

Video Reading

Fluency:
Rereading

Purpose: To evaluate one's own reading.

Level: Transitional

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, videotapes, video camera, TV/VCR

Procedure:

1. Videotape a student reading aloud a selection from the text.
2. Have the student watch the video and reflect on the reading. Suggested teacher talk could be, "Try to reread to the point in the text where it stopped making sense to you."

3. Ask the student to reread the text, without being videotaped, to practice correcting any errors that occurred on the taped reading. When the student is comfortable with the text, have him do a second reading of the same passage on videotape. Ask the student to share his video readings with family members or caregivers at home.
4. After the student watches his video with family members, have the student read the same passage to them.

Why Reread?

Purpose: To identify the benefits of rereading.

Level: Transitional

Multiple Intelligences: Visual/spatial, interpersonal

Materials: Texts, chart paper

Procedure:

1. On a piece of chart paper in view of all the students, write the question, How can rereading help your reading?
2. In groups, ask students to discuss and record their responses to the question. Suggested teacher talk could be, “How does rereading help you make sense of the text?”
3. Have each group share with the whole group some reasons why rereading is important (e.g., helps readers make sense out of what is being read, helps readers understand better, helps readers notice words that were skipped before, helps readers understand difficult words in context, helps readers read faster). Suggested teacher talk might be, “Why do readers sometimes need to go back and reread?”
4. Add rereading to a class chart of strategies good readers use.

**Fluency:
Rereading**

Fluency Strategy: Expressing

Teachers need to incorporate reading with expression into the beginning stages of reading instruction. Thus, students will learn that through expressive reading the text comes to life and has meaning and purpose. Without expression, students’ readings will be monotone, laborious, and incomprehensible. Applying this strategy enhances students’ understanding that reading is a meaning-making process. “When teachers ask their students to read with expression, they imply that all it takes is putting your mind to it. In truth, if one is not automatic, it is almost impossible to read with expression” (Samuels & Farstrup, 1992, pp. 166–183).

When students concentrate on prosodic functions and forms when reading, they can indicate syntax and attitudes and can add appropriate stresses, pitch, and tone where needed to give a conversational sound to their reading. This allows the reader to convey

the text's mood and meaning. It is also important that students know the difference between just reading loudly when expressing themselves and actually reading with warm but firm voices (Dowhower, 1994).

Appropriate literature that best supports the application of the expressing strategy has a variety of words and phrases that allow for students to use their voices to bring the text to life. *Hey Little Ant* (Hoose & Hoose, 1998) and *A Reader's Theatre Treasury of Stories* (Braun & Braun, 2000) are examples of appropriate literature; however, any piece of literature that supports the prosodic functions would be appropriate for use with these techniques.

Teacher Talk: Statements, Questions, and Prompts for Expressing

Following is a list of suggested teacher talk that encourages readers to think strategically as they employ expressing skills. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- What expression do you think the reader was trying to share in his or her dramatic expression statement?
- How can you make your reading sound more exciting?
- What does a period (or other mark of punctuation) mean?
- What does your voice do when you read a sentence that ends with a question mark?
- Change your voice to sound like the character you are portraying.
- In your mind, do you hear different voices for the different characters?
- Did you use the proper tone to convey the meaning? Why or why not?
- How did the tone of your voice set the mood for your statement?
- What feeling do you think the author wanted the character to have in this part? How do you know what the author wanted?
- Which part did you want to listen to more? Why?
- What message can the volume of your voice send to the audience?
- How does the speed of your voice make your audience feel?
- What are some expressions you could use when reading?
- Did the story sound exciting? Why or why not?
- How would the character say that line?
- What can you change to convince ____ of ____?
- Try to make your reading sound as real as it can be.
- Does your reading sound like you are holding a conversation?

Techniques for Expressing

Express Yourself

Purpose: To use voice and body language as a form of expression.

Level: Early

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, index cards, platform, microphone (optional)

Procedure:

1. Use index cards to write your own expression cards and statement cards: Expression cards should each include an emotion that students will be asked to use as they read (e.g., “surprise,” “sadness,” “wistful,” “anger”). Statement cards should each include one simple statement, such as “Don’t do that.”
2. Have students take turns standing on a platform or stage (this can be a stool, sturdy wooden box, etc.) at the front of the room. If desired, the student “performing” on the stage can use a standing or hand-held microphone.
3. Have the performing student draw one expression card and one statement card.
4. Instruct the the rest of the class—the audience—to say together, “Express yourself!”
5. Have the student think about the card and then read the statement with the specified dramatic expression. For example, if the student draws an expression card that says, “surprise,” and a statement card that says, “Don’t do that,” the student would say to the audience, “Don’t do that!” in a very surprised voice. Suggested teacher talk could be, “What expression do you think the reader was trying to share in his or her dramatic expression statement?”
6. Have the audience respond with what kind of expression they think the student performed. Suggested teacher talk might be, “How can you make your reading sound more exciting?”

Fluency:
Expressing

Punctuation Police

Purpose: To recognize the value of punctuation in oral reading.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, sheriff or police badge, dry-erase board, Punctuation Police tickets (see Appendix A)

Procedure:

1. Choose one student to wear a badge and act as the “punctuation police.” Have other students read from a text, while the “police” student follows along with another copy of the same text, listening carefully to the student reading aloud.

Fluency:
Expressing

2. The student acting as the punctuation police should record on a dry-erase board if or when the reader runs through “punctuation signs” (e.g., fails to pause properly at punctuation marks). The police student should issue a Punctuation Police ticket if the reader makes a punctuation infraction. Suggested teacher talk could be, “What does a period (or other mark of punctuation) mean?”
3. Continue this technique with partners, encouraging students to try to keep a “clean record” for reading. Suggested teacher talk might be, “What does your voice do when you read a sentence that ends with a question mark?”

Readers Theatre

Fluency: Expressing

Purpose: To explore language use by orally reading scripts.

Level: Transitional

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, scripts, microphones (optional)

Procedure:

1. Begin by providing a dialogue-rich script for the students to use. Scripts can be derived from texts you are studying, may come already prepared, may be selected from a portion of a story, may be student generated, or may be stories you create with dialogue (Strickland et al., 2002). There are numerous websites available where you can download free scripts (e.g., www.readers-theatre.com). Your selections should contain interesting characters, appealing themes, and stimulating plots that enhance language.
2. In one large group or in small groups, have students read the original text and then the newly scripted version to help them compare and contrast the dramatization that they will need to perform the Readers Theatre. Students should have a clear understanding of the types of adjustments needed to transform a text into a play, for example, noting which characters are speaking and how they deliver their lines.
3. Discuss with students their understanding of the text and the importance of the use of language. Suggested teacher talk could be, “You will need to change your voice to sound like the character you are portraying.”
4. Have each student select a character and practice reading that character’s lines with expression. It is not necessary for students to memorize their parts; they will be holding the script and reading directly from the text when they perform. However, it is the student’s responsibility to bring the character to life with prosodic features. This allows the student to participate rather than observe (Young & Vardell, 1993).
5. Allow students many opportunities to rehearse their parts before performing their play.

6. After several rereadings, have students perform a dramatized presentation, expressively reading their parts into a microphone in front of a live audience.
7. Following the performance, give feedback on how well the students portrayed the characters with their expressions. Suggested teacher talk could be, “In your mind, do you hear different voices for the different characters?”

Sources: Hoyt (1992); Shepard (1994); Sloyer (1982)

Totally Tonality

Purpose: To adjust tone of voice appropriately to correspond with phrases.

Level: Transitional

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, chart, index cards

Procedure:

1. On a chart, write some words describing a variety of tones that readers can use to express an author’s purpose (e.g., ironic, serious, sarcastic, humorous). Point out that the tone of voice a reader uses reflects the emotion the character is feeling and the mood of the text.
2. Discuss how tones of voice can completely change the meaning of a text. For example, if a character says, “You are so funny” in a sarcastic tone, then he or she means someone is not funny.
3. On index cards, write some phrases students can read and different tones of voice they can use. Separate the two types of cards, and have students take turns selecting a tone card and a phrase card to practice reading with the selected tone. Suggested teacher talk could be, “Did you use the proper tone to convey the meaning? Why or why not?”
4. After practicing reading with phrases, have students read sections from texts while using a chosen tone voice.
5. Discuss the reason students used a certain tone when reading aloud. Suggested teacher talk might be, “How did the tone of your voice set the mood for your statement?”

**Fluency:
Expressing**

Interpretation/Character Analysis

Purpose: To interpret and portray the traits of character(s) in text.

Level: Fluent

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts

**Fluency:
Expressing**

Procedure:

1. Ask students to read and reread a section of dialogue from a text, forming their own interpretations of how they should portray the characters' voices. Students should discuss their interpretations of the characters to ensure a correct analysis of the characters in context. This helps to keep meaning from being misconstrued.
2. Have students each perform the part of one of the characters, reading aloud with expression.
3. Discuss with students any new insights they gain from analyzing the characters' voices after the performance. Suggested teacher talk could be, "What feeling do you think the author wanted the character to have in this part? How do you know what the author wanted?"

Sources: Allington (2001); Stayter and Allington (1991)

Fluency Strategy: Pacing

Pacing is a strategy that develops through extensive exposure to reading. This strategy encompasses reading rate, which is the speed at which one reads, as well as reading flow. The simple fact that slow reading requires readers to invest considerably greater amounts of time in reading task than classmates who are reading at a rate appropriate for their grade level should be a major cause for concern for all teachers (Rasinski, 2000). However, reading too fast does not always constitute proficient strategic reading. Pacing permits a reader to be flexible when interacting with the text; the proficient reader is capable of slowing down and speeding up when necessary to construct meaning. Depending on the tasks, readers may need to alter their reading rate and focus on the flow of their reading.

Appropriate literature that best supports the application of the pacing strategy needs to be at the student's independent or instructional reading level. A student's independent reading level is the level at which he or she has an accuracy rate of 95% or better at word recognition; it is considered the "level at which a student can read a text without the teacher's assistance" (Blevins, 2001, p. 23). The instructional level is the level at which a student should be able to read the text with some assistance. (See Table 11 for a formula to figure out students' accuracy rates.) *The Day Jimmy's Boa Ate the Wash* (Noble, 1980) and *This Is the House That Jack Built* (Adams, 1990) are examples of appropriate literature (provided that these books happen to be at your students' independent or instructional reading level); however, any piece of literature that is within a student's independent or instructional levels would be appropriate for use with these techniques.

TABLE 11. Reading Levels and Accuracy Formula

Level	Error Rate
Independent	95–100%
Instructional	90–94%
Frustration	89% and below
To figure accuracy rate: $\frac{\# \text{ words read} - \# \text{ errors}}{\# \text{ words read}} = \text{word recognition rate}$	

Teacher Talk: Statements, Questions, and Prompts for Pacing

Following is a list of suggested teacher talk that encourages readers to think strategically as they employ pacing skills. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- Try to keep up with the light to increase your rate. (For use with Beam Reading)
- Is it easy or difficult for you to keep up with the pace being modeled, that is, with the tempo? (For use with Tempo Time)
- What is happening as you hear the tempo in the background? (For use with Tempo Time)
- Tell how increasing your rate will help you read.
- How does hearing yourself read and tracking how long it takes you to read help you to pace better?
- Listen to me read these paragraphs. (Read very fast and then at a normal pace.) Which pace is more appropriate?
- How does the speed at which you are reading make a difference for you?
- Do you often have to reread a sentence? Why?
- Does the computer program help you pace yourself as a reader? Why or why not?

Techniques for Pacing

Commercial Programs

Purpose: To develop pacing skills using a computer program as a supplemental resource.

Level: Emergent–Fluent

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, computer, computer-based program

**Fluency:
Pacing**

Procedure:

1. Select an appropriate computer program (see list below). The programs listed are supplemental and may be used for immediate, intense intervention in several of the areas of reading noted in chapters 2 through 6.
2. Incorporate one of the following computer-based fluency programs into your comprehensive literacy-based classroom. Suggested teacher talk could be, "Does the computer program help you pace yourself as a reader? Why or why not? How does the speed to which you are reading make a difference for you?"
 - *Great Leaps* (Campbell & Mercer, 1995) is a tutorial program divided into three major areas: (1) phonics, which concentrates on developing and mastering essential sight-sound relationships and/or sound awareness skills; (2) sight phrasing, which supports students in mastering sight words while developing and improving focusing skills; and (3) reading fluency, which provides age-appropriate stories specifically designed to build reading fluency, reading motivation, and proper intonation.
 - *QuickReads* (Hiebert, 2002) is composed of high-interest nonfiction texts at the second- through fifth-grade levels. *QuickReads* develops automaticity by using text that is composed of 98% high-frequency and decodable words. The program combines leveled texts with speech recognition technology. The program provides instant feedback and corrects errors by prompting repeated pronunciation of unknown words.
 - *Read Naturally* (Hasbrouck, Ihnot, & Rogers, 1999) includes guided oral repeated reading and an assessment system for screening and progress monitoring. It also incorporates a phonics component that combines systematic and explicit phonics instruction with fluency skills. The program has books, tapes, and current research-based software to support the reader.
 - *REWARDS* (Reading Excellence Attack and Rate Developing Strategies; Archer, Gleason, & Vachon, 2000) is intended for intermediate to secondary students. It supports students in decoding and reading multisyllabic words in context, increasing reading accuracy and fluency, and improving comprehension. The first 12 lessons support the skills necessary to learn multisyllabic words (blending syllables and pronunciations of affixes and vowel combinations). The last seven lessons focus on helping readers utilize fast and accurate decoding to increase reading rate.

Beam Reading

Fluency:
Pacing

Purpose: To pace reading by using a light.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: Texts, chart or overhead projector, laser pen or flashlight

Procedure:

1. Display the text on a chart or overhead projector for all students to see. Use a laser pen or flashlight to shine a light on the words as the students read aloud.
2. Move the light along the words at a steady pace. Suggested teacher talk could be, "Try to keep up with the light to increase your reading rate."
3. Encourage students to follow along with the light as they read aloud. The rate at which you shine the light on the words should increase with each rereading of the text selected.
4. Have students practice this technique with partners, taking turns using the light and practicing keeping the pace of the light. Suggested teacher talk might be, "Is it easy or difficult for you to keep up with the pace being modeled?"

Tempo Time

Purpose: To maintain the reading pace with a predetermined rhythm while reading orally.

Level: Early

Multiple Intelligences: Visual/spatial, verbal/linguistic, musical/rhythmic

Materials: Texts (preferably poetry or pattern books), musical instruments

Procedure:

1. Use maracas or other musical instruments to beat out a tempo. The reader's ability should determine the tempo, and the tempo can increase as the reader improves. Suggested teacher talk could be, "What is happening as you hear the tempo in the background?"
2. Ask students to listen to the tempo that you provide and begin to read, trying to keep up with the tempo time. Suggested teacher talk might be, "Is it easy or difficult for you to keep up with the tempo?"

Time/Tape/Check/Chart

Purpose: To increase reading rate and evaluate progress.

Level: Transitional

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, photocopies of text, stopwatch, tape recorder, graph paper

Procedure:

1. Have a student read aloud a text while you or a volunteer times the student with a stopwatch, measuring how long it takes the student to read the chosen text. Chart the time on graph paper. Suggested teacher talk could be, "Tell how increasing your rate will help your reading."

Fluency:
Pacing

Fluency:
Pacing

2. Have the student record the same reading on a tape recorder and time his or her reading.
3. The student should replay the recording while following along using a photocopied version of the text.
4. Chart the time for the second reading on graph paper. Suggested teacher talk might be, "How does hearing yourself read and tracking how long it takes you to read help you to pace better?"
5. Have the student mark miscues on the photocopy.
6. The student should compare reading times and continue the previous steps as needed.

Adaptation: Have students reflect on and self-assess the reading and the graphed results. Repeat the process two more times. Encourage the students with little signs of progress, which you should note on the graph after each of their repeated readings.

Source: Adapted from Allington (2001)

Closed-Captioned Television

Fluency: Pacing

Purpose: To increase reading pace.

Level: Fluent

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Texts, television with closed captioning

Procedure:

1. Choose the closed caption option on the television in the classroom, and have students practice reading the short portions of script on the television screen. Students will have to try to keep up with the pace of the script as it scrolls across the bottom of the screen. Suggested teacher talk could be, "Tell how increasing your rate will help you read. Is it easy or hard for you to keep up with the pace being modeled?"

Source: Koskinen, Wilson, and Jensema (1985)

Fluency Strategy: Wide Reading

Students need to understand that wide reading is imperative in order to build fluency. It is a powerful realization when students discover that the more they read and want to read, the more fluent they become as readers. Research by Nathan and Stanovich (1991) indicates that

[if students are] to become fluent readers, they need to read a lot. Our job as educators is to see to it that children want to read, that they seek new knowledge via written word and derive satisfaction and joy from the reading process. (p. 79)

Providing the opportunities for students to read and to find enjoyment in their reading is the challenge for today's educators. The wide reading techniques will support students on their journey to becoming fluent readers.

Appropriate literature that best supports the application of the wide reading strategy is high interest, is in a variety of genres, and is at the independent or instructional levels of the students (refer to Table 11, page 97). *Ramona Quimby, Age 8* (Cleary, 1981) and *Buster's Dino Dilemma* (Brown, 1988) are examples of appropriate literature; however, any piece of literature that is within the student's independent or instructional level and that piques the student's interest would be appropriate for use with these techniques.

Teacher Talk: Statements, Questions, and Prompts for Wide Reading

Following is a list of suggested teacher talk that encourages readers to think strategically as they employ wide reading skills. Try using some of these statements, questions, and prompts with your students as you work through the techniques in the following section.

- How do you feel when you are reading a book that is at your level?
- Has your reading rate improved each time you read and reread books from your browsing box?
- How do you know if a book is just right for you?
- What are signs that a book is too easy or too difficult for you?
- Try to pick a book that interests you.
- How does being in a book club help your reading?
- Why is it important to independently read books at your appropriate level?
- How does your reading sound (in your head or aloud) when you are independently reading?

Techniques for Wide Reading

Book Baskets/Browsing Boxes

Purpose: To increase fluency.

Level: Emergent

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Baskets and boxes, variety of leveled texts

**Fluency:
Wide
Reading**

Procedure:

1. Place multiple levels of books (fiction and nonfiction) and magazines into baskets or boxes. These may be books that were previously read during guided reading time.
2. Have students at different stages of development browse through the book selections to choose one book that is “just right” for them. Students should select books with which they are familiar and that are at their own independent reading level from book baskets. Teachers should discuss with students what books seem to be “just right” for them. Suggested teacher talk could be, “How do you feel when you are reading a book that is at your level?”
3. Have students place their selections into a browsing box (a box or plastic bin that holds each student’s collection of independent-level reading books).
4. During independent reading time, have the students read and reread texts from their boxes. Reading these books ensures quality time spent on reading at the appropriate level of each reader. Suggested teacher talk might be, “Has your reading rate improved each time you’ve read and reread books from your browsing boxes?”

Source: Fountas and Pinnell (1996)

Selecting “Just Right” Books

Fluency:
Wide
Reading

Purpose: To identify and select books at students’ independent reading level.

Level: Early

ELL Technique: Yes

Multiple Intelligences: Visual/spatial, verbal/linguistic

Materials: Variety of leveled texts, three chairs of different sizes, “Goldilocks and the Three Bears,” chart paper or blank poster

Procedure:

1. Demonstrate how to choose a “just right” book, and discuss the value of independently reading a book that fits the reader. For example, have students read a page from a text and note each time they have difficulty with a word by raising a finger. If early in the reading students have up five fingers, they should stop reading because the text is not at the independent level.
2. Read aloud the story of “Goldilocks and the Three Bears.” Line up three chairs: one too small, one too big, and one just right for the students. Select three books for the demonstration: one too easy, one too hard, and one just right for the students. Suggested teacher talk could be, “How do you know if a book is just right for you?”
3. After modeling how to select a book that is just the right match, have the class generate three posters or charts. The first chart should list what makes a text too easy (e.g., your reading rate is too fast, you know all the words, less energy spent decoding). The

second one should list the traits of a text that is too hard (e.g., your reading rate is too slow, you lose focus as you are reading, it's hard to understand or decode words). The third chart should show what type of book is just right (e.g., your reading rate is just right, you can read most of the words, you can get the meaning from the story).

4. Post the charts in the classroom library area as a reminder for students when selecting their independent reading materials. Suggested teacher talk could be, "What are the signs that the book is too easy or too difficult for you?"

Source: Adapted from Fountas and Pinnell (1999)

Book Clubs

Purpose: To determine a purpose for reading, and to develop fluency.

Level: Transitional

Multiple Intelligences: Visual/spatial, verbal/linguistic, interpersonal

Materials: A variety of texts (four to six copies of the same title)

Procedure:

1. Display a variety of book sets. Each book title should have at least four additional copies on display. Suggested teacher talk could be, "Try to pick a book that interests you for your book club selection."
2. Have students select a book that is at their independent reading level and is interesting to them, and sign them up to be in a book club. Each student will be in a book club with students who are reading the same selection.
3. Have the groups meet and plan how much reading they will do independently before they get together to share and discuss the book. Each week, the clubs should meet to share their ideas, feelings, questions, concerns, and general comments about what they read.
4. Continue the process with new book selections and new clubs being formed. Suggested teacher talk might be, "How does being in a book club help your reading?"

Fluency:
Wide
Reading

Fluency Strategy: Accuracy

Students who read fluently read with accuracy. The accuracy strategy focuses on being able to identify and apply the graphophonic cueing system (i.e., the relationship between letters and sounds) with ease and precision. In order for students to accurately read, they need to use the phonemic awareness and phonics strategies previously described (see chapters 2 and 3). Gaining independence at their developmental reading level in these two areas of reading will ensure a higher level of automaticity and accuracy as students read.

Research indicates that the brain devotes only a limited amount of attention to any given cognitive task (LaBerge & Samuels, 1974). The more attention a reader devotes to trying to decode an unknown word, the less time and energy he or she has to cognitively gather meaning from the text. Teachers need to assess students' accuracy by using oral reading inventories (e.g., running records, analytical reading inventories, informal reading inventories). (See Table 11, page 97, for a formula to help calculate a student's accuracy rate.) This type of assessment can be used to analyze what the student's specific needs are within the cueing system. It is important to note that this is only one strategy for helping students to read fluently.

McEwan (2002) explains that "students who make no errors but read very slowly have as little likelihood of comprehending what they read as students who read very quickly but guess at and misidentify many words" (p. 54). There must be a balance for the student to read with both fluency and comprehension. Accuracy is a vital link to reading with ease. However, teachers must keep in mind that reading is an art, with many facets that fuse together for a proficient reader to evolve.

The techniques found in chapters 2 and 3 are appropriate for building accuracy, especially the techniques for teaching sight word recognition (i.e., recognizing) and decoding (i.e., analyzing). The techniques for teaching the rereading strategy, found in this chapter, also are appropriate for promoting accuracy.

Assessment

The purpose of fluency assessment is to determine students' ability to combine appropriate phrasing and intonation while reading words automatically. Educators evaluate the results of these assessments to determine the strengths and weaknesses of each individual student. The data from these assessments guide the teacher in creating an appropriate action plan (strategies, techniques, and teacher talk) to meet the diverse needs of the students.

When assessing fluency, teachers should observe whether students can do the following:

- Recognize letters, clusters of letters, and words automatically (quickly and easily)
- Group words into appropriate clause or phrase units
- Read in an appropriately phrased manner
- Read long stretches of text while cross-checking for meaning, grammatical structure, and phonetic application
- Attend to punctuation and syntax
- Emphasize words to enhance expression (intonation and pitch)
- Convey the text's mood and meaning

- Adjust speed and amount of support needed to meet the demands of the text
- Reread to clarify or problem solve
- Read a wide variety of genres

Following are general lists of criteria from some sample phonemic awareness assessments. This is by no means an exhaustive list; it is only a starting point. Each assessment is designated S for screening, D for diagnostic, and/or PM for progress monitoring.

DEVELOPMENTAL READING ASSESSMENT (DRA) (Beaver, 2001): S, D, PM

Accuracy and rate: Student reads aloud, and his oral reading rate is timed using a formula given in the package. Tester records rate and scores phrasing, expression, and rate on a rubric scale.

FOX IN A BOX (Adams & Treadway, 2000): S, D, PM

Reading rate: Student reads for one minute, and tester marks errors.

GRAY ORAL READING TEST–IV (GORT-IV) (Wiederholt & Bryant, 2001): S, D, PM

Accuracy: Student reads aloud a passage while tester records errors.

Rate: Student is timed in seconds while reading aloud.

NAEP’S INTEGRATED READING PERFORMANCE RECORD: ORAL READING FLUENCY SCALE (Pinnell et al., 1995): S, D, PM

Phrasing, syntax, expressiveness, accuracy, and rate: Student reads a narrative text silently, answers three comprehension questions orally, then rereads a portion of the text to the tester.

ONE-MINUTE READING FLUENCY PROBE (Rasinski, 2003): S

Word recognition/accuracy: Student reads aloud for one minute; tester records errors and determines accuracy.

Fluency instruction extends beyond word recognition. The fluent reader recognizes words automatically and can now attend to comprehension. The strategies, techniques, and teacher talk presented in this chapter support teachers in maximizing their students’ potential in becoming strategic readers. Fluency is yet another medium by which teachers can create their masterpieces.